DOCUMENT RESUME

ED 136 057 08 CE 010 301

AUTHOR Benedict, Paul L.
TITLE Preparation of Prospective Teachers for Career/Vocational Education. 1975-76 Exemplary Project in Career/Vocational Education. Final Report.
INSTITUTION Eastern Connecticut State Coll., Willimantic.
SPONS AGENCY Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Connecticut Vocational Education Research and Planning Unit, Hartford.
PUB DATE Aug 76
NOTE 22p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *Career Education; *Course Content; *Curriculum Development; Demonstration Projects; Educational Alternatives; Educational Objectives; Field Experience Programs; Higher Education; Learning Activities; Practicums; Preservice Education; Program Descriptions; *School Industry Relationship; *Student Development; Teacher Education; *Teacher Education Curriculum; Undergraduate Study; Vocational Education
IDENTIFIERS Connecticut

ABSTRACT

The Eastern Connecticut State College Exemplary Project provided a program of professional study in career/vocational education for future teachers to infuse career education in their ongoing classroom experiences. The emphasis of the specific objectives was primarily on potential teacher outcomes such as awareness, understanding, and the ability to describe, identify, and design certain types of educational experiences focusing on the career needs of students and the infusion of career and vocational education within current classroom experiences. The program included both classroom and hands-on experiences in a variety of career/vocational areas. The teachers were able to take three courses in the following areas which constitute a minor in career/vocational education: Curriculum in career education, career education practicum, and internship in a local business, industry, or trade. Project evaluation and data results indicated that students enrolled in the program showed significantly greater knowledge about career education than potential teachers who followed traditional liberal arts teacher education programs. Recommendations were made in the curriculum, administration, and resource areas for program implementation. (TA)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

ED136057

Preparation of Prospective Teachers for Career/Vocational Education

1975-76 EXEMPLARY PROJECT IN
CAREER/VOCATIONAL EDUCATION

FINAL REPORT

Dr. Paul L. Benedict
Eastern Connecticut State College
Windham Street
Willimantic, Conn. 06226

August, 1976

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CONNECTICUT STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION
RESEARCH AND PLANNING UNIT
HARTFORD, CONNECTICUT

CE 010 301

SUMMARY PAGE

If career education is to have a significant impact, one key factor will be the classroom teacher. Future teachers with an understanding of the potential of career education and first-hand analytical experiences in the world of work will be effective in helping their students in career education. The general goal of this project was to provide a program of professional study for future teachers to infuse career education in their on-going classroom experiences. The emphasis of the specific objectives was primarily on potential teacher outcomes such as awareness, understanding, and the ability to describe, identify, and design certain types of educational experiences focusing on the career needs of students and the infusion of career and vocational education within current classroom experiences.

The program included both classroom and hands-on experiences in a variety of career/vocational education areas. The long-term intent is that prospective teachers who are exposed to career/vocational education will transfer the skills and knowledge they acquire into their own classrooms.

The prospective teachers take three courses which constitute a minor in career/vocational education. The concentration includes:

1) a course to develop a knowledge of and rationale for career/vocational education concepts to be incorporated in the regular classroom curricula at all grade levels.

2) a course based on hand-on experiences in at least three selected trades taught by instructors at Windham Regional Technical School, and

3) a practicum in a local business, industry, or trade.

Twenty-four education majors at Eastern Connecticut State College participated in this experimental program during the 1975-76 academic year. During the project, students were exposed to a variety of career-related learning experiences designed to assist them to achieve the stated purposes.

The project was evaluated by an external research analyst. Data were provided by an attitude and knowledge inventory, expert observers who were knowledgeable about career education, student projects and written course evaluations, and critiques. Project staff also monitored student progress during seminar sessions.

The results indicate that students enrolled in the program showed significantly greater knowledge about career education, its goals and practices, and that they have more positive attitudes towards it than potential teachers who followed the traditional liberal arts-teacher education programs.

Conclusions were drawn from analysis of all available data and recommendations were made for minor modifications of the project for the next year.

PREFACE

Testimonials to outstanding teachers and various types of empirical evidence indicate the importance of the roles that classroom teachers have played in helping students to develop careers. The Eastern Connecticut State College Exemplary Project is predicated on the assumption that the public schools have a responsibility to help students to make viable career decisions, and that teachers can play a major role in that educational growth.

To assume this responsibility, there must be a new component to the professional preparation of teachers. This component must reach beyond the academic circles; one that infuses academic know-how and the practicality of the world of work. Consider the limitations of most college graduates - a few weeks working here and there primarily to earn enough money to complete their next year's education; incidentally learning a few tricks of the trade, some worthy of passing on but many probably better forgotten. It is unfortunate so many college students do this rather than have an internship or at least a guided/examined learning experience. To work toward this goal the Eastern Connecticut State College Exemplary Project has designed a program for prospective teachers for several reasons.

First, many teachers often do not consider the future careers of students as one of their primary objectives. The pressing requirements of teaching basic skills and following subject-matter oriented curriculum guides appear to have priority over career considerations. Another factor is that classroom teachers have had little, if any, professional preparation in career education.

Second, most teachers do not have examined and planned experiences in vocational education and related preparation programs offered by the liberal

arts teacher education institutions. It is important that teachers have professional career-oriented preparation in order to provide experiences for their pupils in a relevant, authentic, and empathetic manner. One of the most important overall goals of education has been, and still is, to help students in career development.

Career Education is a program of instructional infusion whereby the worlds of work and academia are integrated in a more total learning experience for students. It is one educational alternative to the current public school curriculum. The major function of this exemplary project is to design a program to help future classroom teachers infuse the values, learnings, and methods of career education into classroom teaching. Teachers will be able to help their students live as fulfilled human beings whether they earn a living using a wrench, slide rule, folio editions of Shakespeare, as a concert pianist, or the spaceman on Mars.

The future teacher needs: (1) to become sensitive to the expectations and the value systems of persons in various occupational fields; (2) to experience the satisfactions, the frustrations, and the skills involved; and (3) to appreciate the interrelationships of all persons in making a viable society with a high quality of life for all.

The success of the project is due to the cooperation of the administration and staff at Windham Regional Technical School, the faculty of the Division of Professional Studies at Eastern Connecticut State College, and the Advisory Committee. Two consultants, Mr. Douglas Fellows, Education Consultant, and Dr. Donald Thompson, Associate Professor of Education at the University of Connecticut, participated in the project on a continuing basis and provided many succint suggestions. The support and help of people

from the business profession and trade communities made it possible to develop the experimental internships. Appreciation and thanks need to be given to the twenty-four students who volunteered and tested the ideas.

This project was made possible by the cooperation and financial assistance of the Research and Planning Unit, Division of Vocational Education, Connecticut State Department of Education, and the project is grateful for their support.

THE EASTERN CONNECTICUT STATE COLLEGE EXEMPLARY PROJECT

Introduction - Career Education and Connecticut

During the past five years, the Connecticut State Department of Education has actively moved on several fronts to encourage career education, including sponsoring and conducting regional institutes, conferences and workshops, the development and funding (ESEA-Title III) of regional Career Education Resource Centers, and funding (ESEA-Title II) a number of exemplary pilot projects in local districts.

The primary outcome of career education as described by the Connecticut State Department of Education in a March, 1975 Task Force report entitled "Career Education in Connecticut" is: all students will be able to choose, plan and prepare for, enter and succeed in, a life's work or career that will provide self-fulfillment and make a contribution to society.

Several factors seem to be relevant to the Eastern Connecticut State College Exemplary Project. According to the Task Force report, approximately 60% of the school districts in Connecticut are developing career education programs with the help of and through seed moneys from the State Department of Education. As of March 1975, 451 schools in 99 districts were participating in some form of career education.

Despite strong efforts in the past five years, the Task Force report indicates that career education is only reaching an estimated twenty-five of the student population, mainly through pilot programs. Only an estimated seven percent of Connecticut's classroom teachers are reported to be actively involved in career education programs in their classrooms.

Dr. Donald Thompson of the University of Connecticut reports that 80 of the 83 initially funded career education programs in Connecticut are still functioning despite recent forced reductions in school budgets. Preliminary findings of an Eastern Connecticut State College survey of over fifty school districts in Connecticut, indicate that in excess of 90% of the superintendents polled would favor hiring teachers who have had professional career education preparation as an adjunct to their basic certification programs.

A review of the literature and research during the past few years indicates that greater emphasis and interest seems to be placed at the elementary and middle school grades for developing career education programs. Fewer new or developing programs seem to be generated at the high school level.

Although several colleges and universities in Connecticut offer courses in career education, there is no planned, viable pre-service program for career education preparation for teachers anywhere in the State, except for this exemplary project. More disturbing, perhaps, is that a review of professional research and program reports for the past several years indicates that no program with similar components is found anywhere in the country. Career education consultants support this contention indicating that very little is being done at the undergraduate level and not very much at the

graduate level. To help change this situation, Eastern Connecticut State College has developed an Exemplary Project to help teachers have a more professional preparation for career education of their students.

Therefore, since the State of Connecticut has elected to pursue a goal of developing career education programs in the public schools, some form of professional development ought to be available to assist teachers to become prepared for career education. The expressed Department of Education goal implies the need for teachers to be able to infuse desired career-related learnings, skills, and attitude development opportunities in the normal school curriculum.

1. The Setting of the Eastern Connecticut State College Exemplary Project

It has been the intent of the exemplary project at Eastern Connecticut State College to provide a program in career/vocational education for students who are preparing to work in the teaching profession so that they may be better able to assist others to make meaningful career decisions through curriculum and other program services.

The Eastern Connecticut State College program is a three course sequence which combines traditional academic and integrated hands-on experiences. The courses are offered during the normal academic year. Students who complete the program satisfy the college's requirements for an academic concentration in Career Education.

Objectives

The overall initial goal of the project was to provide professional preparation for prospective teachers at all grade levels in order that these

teachers could use the ideas, concepts, and materials of career education in regular classroom settings when they begin to teach.

Seven specific objectives were designed for the project. At the completion of the program, students would:

1. Understand the importance of career-vocational education as an important part of every pupil's educational program,
2. Be aware of existing vocational education opportunities in Connecticut,
3. Identify basic skills, knowledge, and attitudes required in most trades and industries which can be developed in the traditional school program,
4. Be able to cite the basic skills and knowledge concerning the preparation for selected trades,
5. Relate internship experiences in industry and trades to classroom teaching,
6. Design programs, methods, materials, and activities for the classroom which incorporate principles and ideas of career/vocational education, and
7. Describe programs in current practice in classrooms and school systems which are effective in helping pupils make career choices.

The project director, one additional assistant professor, and one graduate assistant conducted the program. Course outlines, class assignments, and a list of cooperating firms and agencies are in the appendix.

During the course of the project, a small professional library was developed, as were a number of overhead transparencies. Other types of curriculum materials were developed by staff and students. A host of other materials were received from regional career education centers, state department offices, technical schools, and school systems, and have been catalogued for future use. Prior to the project, Eastern Connecticut State College had little, if any, resources in career education. Through the project, it has become a respectable resource center in its own right.

The project was designed to accommodate 24 students to be drawn from the teacher preparation programs of the college. Twenty-five students participated in the program. All but three were seniors or juniors. Only one student who began the program was unable to complete the entire sequence. The courses were offered primarily during late afternoon and evening hours causing some inconvenience to students and staff as well. However, the positive motivation demonstrated by the students toward the program produced a high level of interest and performance.

Course Descriptions

CE 200 Curriculum in Career Education - A course in the development of methods and materials in career education for use in public schools including an introduction to curriculum design, an overview of contemporary career education programs (K-12), and techniques of integrating career-oriented learnings with specific subject areas. Students will have opportunities to develop curriculum materials at the grade level of their choice. Appropriate readings, research, and other learning experiences will be used to support classroom activities.

CE 201 Practicum in Career Education - A hands-on learning experience in cooperation with Windham Regional Technical School through which students may study several technical areas. Students will concentrate on at least two fields and will also meet in weekly seminars. Pre-requisite: CE 200.

CE 202 Internship in Career Education - A supervised learning experience in cooperation with a local business, industry, or agency. Students will work and study three to five hours per week, meet in seminar, and examine all facets of the business, industry, or agency. A written analysis is required. Pre-requisite: CE 200.

These courses met all of the academic and technical requirements of the college.

2. Methods and Procedures

Fall Semester

In the curriculum course, CE 200, students met one evening per week for fifteen weeks in seminar format with all staff present. Although the program was intensive, the group took on a family-like appearance and developed a

high level of interaction, identification, and interest. A number of resource persons took part in the presentations (See Appendix). Students completed assigned readings, visitations, weekly written assignments, exams, and term projects. Faculty-student evaluation sessions were held at the mid-point and end of the course. The reactions expressed by students and staff were favorable and only minor program adjustments were made.

The Kentucky Career Education Attitude Inventory was administered under experimental conditions to determine the direction and extent of attitude changes. Contacts were made and input was received from local school systems. A project advisory committee was formed. The committee met independently as well as with the students.

The staff conducted a successful in-service career education workshop for the Kramer (Windham) Middle School in November, as well as attending several workshops and conferences. Staff visitations were made to all but one of the regional career education resource centers, and to several schools where career education programs were in effect. A survey was conducted of fifty school districts to determine the extent of their involvement in career education programs, their staffing patterns, and their interest in new teachers with pre-professional career education preparation.

Spring Semester

Students enrolled in two courses. The Practicum course CE 201 was held one evening per week at the Windham Regional Technical School. Students worked in and were introduced to basic learning in four shop areas: carpentry, auto mechanics, electrical, and small appliance repair. These courses were taught by the Windham Regional Technical School staff and supervised by the project director.

Concurrently, students participated in an Internship, CE 202, of thirty clock hours in an industry, business, social agency, or educational institution. The selection of the participating organization was made in view of the needs and interests of the program and the students. The experiences were wide, varied, and individually designed. Only in two instances did more than one student work in the same place.

The students met in two hour seminars each week with project staff members. Practicum and Internship experiences were discussed, as well as problems which might have arisen during that week. Students were required to keep daily logs and to write learning statements for each experience. In the seminar sessions, staff members tried to synthesize the variety of data and help students to identify skills, background, and attitudes common to many of the situations. At the conclusion of the semester, students wrote reports of their experiences and developed a curriculum package based on their experiences.

During the spring semester the project sponsored a career education conference at which over two hundred students, teachers, and public school administrators attended.* The project also hosted a gathering of representatives of the funded exemplary projects in Connecticut for purposes of sharing information. Staff members continued to attend workshops and conferences to further develop their own background and resources.

The final evaluation program was conducted near the end of the semester, including student interviews, cognitive tests and course evaluations by students and consultants. The evaluation results are found in the next section.

* Dr. Sidney Marland, Jr., one of the founders of Career Education and former U. S. Commissioner of Education and Assistant Secretary for Education, gave the keynote address, Career Education: Where Have We Been? Where Are we Now? Where Are We Going?

CONCLUSIONS

The conclusions are based on three sources of data (1) course evaluation by students, instructors, and observers; (2) analysis of program by Dr. Donald Thompson, including the completion of "Career Education Information Inventory" prepared at the College of Education, University of Kentucky; and (3) consultants who were not members of the Eastern Connecticut State College faculty. There were further classroom demonstrations, as evidenced by student prepared materials, and in many cases student teaching or related practicum work in the public schools.

There was agreement among all evaluators that there is significant evidence to support the following general conclusions:

1. Prospective teachers need this type of program because of their limited and unexamined experiences in the world of work.

2. The three course sequence provides a substantial step toward developing awareness of the world of work.

3. The program does enable students to broaden their knowledge, to examine general skills, and to develop deeper understandings of the world of work.

4. Prospective teachers are enthusiastic about this approach to Career Education as part of their professional preparation.

5. Career education concepts and learnings can be infused in all subjects at all grade levels as part of regular on-going classroom programs.

6. Community resources are available. They can be effectively and enthusiastically involved in achieving the stated objectives.

7. Educational institutions of different kinds and levels can work cooperatively as part of a program in higher education.

All available evidence supports the following conclusions based on Stated objectives:

1. Students developed an understanding of career education as a valuable part of every pupils' educational program.

2. Students were able to identify basic skills, knowledge, and attitudes required in many occupations which could be developed in the public schools.

3. Students could relate internship experiences in industry and trades to classroom experiences.

4. Students could design programs, methods, materials, and activities which incorporate principles and ideas of career/vocational education with classroom practices.

5. Students were able to cite basic skills and knowledge at entry level for the three selected trades.

6. Students developed awareness of the opportunities for career/vocational education.

Through a variety of learning experiences including visiting lecturers, limited school visitations, visits to Career Education Research Centers, and conferences with people in the world of work, students were able to internalize the meaning and promise of career education. Students needed more time to implement, test, and revise their ideas in the classroom.

RECOMMENDATIONS

The following recommendations fall into three major categories: curriculum, administration, and resources. The degree to which they may be implemented depends on several factors including: available financial support, faculty workload, continued cooperation from local community resources, and the relationship of Eastern Connecticut State College with

other educational institutions.

It is the basic and enthusiastic recommendation of the project staff that the program be continued with several modifications.

In the curriculum area:

1. Examine other curriculum areas and disciplines for integrating with career education; e.g. Economic Education, Principles of Guidance, Counsumer Math, Labor Economics, etc.

2. Expand the variety of guest lecturers, field trips, and visits to include wider options for career-related resources and programs.

3. Shorten the length of the internships, providing two of them in different career clusters for seven weeks each as opposed to one for fourteen weeks.

4. In the Windham Regional Technical School phase of the program, study fewer trade areas, but in more depth.

5. Find ways and resources to share ideas more effectively in the curriculum course including the compilation and distribution of student-prepared materials.

In the administration area:

1. Make the sequence available to sophomores and juniors in order that students may apply their career education learning in student teaching.

2. Restructure seminars to tie more closely together the curriculum course with the practicum and internship courses.

3. Provide closer coordination for the internship experiences.

4. Strengthen ties with other colleges and universities, businesses and industries in eastern Connecticut, and public schools in this region.

5. Provide, where possible, in-service programs in career education for neighboring public schools.

6. Provide training workshops for local community resource people related to the program.

7. Provide a graduate program in career education.

In the resources area:

1. Provide more opportunities for project staff members to visit schools with career education programs and attend relevant conferences.

2. Continue to host career education conferences for public school personnel and students in the teacher preparation programs.

3. Increase the amount of library, file, and audio-visual aids materials related to career education.

4. Through the use of video tape, develop a dial-access audio-visual library of hands-on experiences.

5. Continue to broaden the advisory group with more people from different parts of the world of work.

Minor functional modifications and adjustments are periodically made which do not affect the goals, objectives, or intent of the project. These are adjustments in the Eastern Connecticut State College program of which this project is a small part.

APPENDIX

Advisory Committee

Willis Thibeault, VRTS Instructor, Director of Evening School VRTS.

Dr. John LeConche, Career Education Specialist in the Hartford Public School System

Felix Grzych, Director of Windham Regional Technical School

Dr. Edward Hamblin, Professor of Economic Education, University of Connecticut

Cathy Kandefer, Placement Officer, Eastern Connecticut State College

Joseph Pernaselli, Norwich Regional Vocational Technical School

John Root, Guidance Counselor, C. E. Coordinator, Parish Hill High School

Melvin Rosenberg, Retail Businessman

Elizabeth Sternberg, Director of Career Education at RESCUE

Ellen Thomson, Career Education Specialist at RESCUE

Walter Wicks, Tradesman

Douglas Fellows, Technical Education Consortium, Inc., Univ.of Hartford

Harold Nelson, Tradesman

Kenneth Turcotte, Coordinator of Career Education, Boy Scouts of America

John Vose, Finance Officer, American Thread Co.

Pamela O'Neill, Career Education Coordinator, Norwich, Connecticut

Resource People

Sheila Beach, CREC, New Britain

Saul Dulberg, State Dept. of Education, Hartford

Douglas Fellows, Consultant, Hebron

Ellen Franklin, Guidance, Natchaug School, Willimantic

Giacomo Guarnaccia, Attorney, Willimantic

Fred Haddad, State Department of Education, Hartford

Arthur Johnson, Sociology Department, Eastern Connecticut State College

Catherine Kandefer, Director, Career Planning & Placement, ECSC, Willimantic

Ann LaPierre, Teacher, Norwich Free Academy, Norwich

Alfredo Maldonado, Community Worker, Willimantic

Eleanor Plank, Parent, Member, Board of Education, Mansfield

Ralph Prince, Prof. Agricultural Engineering, University of Connecticut, Storrs

John Root, Guidance, Parish Hill High School, Chaplin

Leona Steck, Project LEARN, Madison

Elizabeth Sternberg, RESCUE, Waterbury

Kenneth Turcotte, Explorers (BSA), Willimantic

John Vose, American Thread Co, Willimantic

Gayle Wrubel, CREC, New Britain

Staff - Windham Regional Technical School
Richard C. Civitello
Ralph Kelley
William R. Peowski
William H. Pippin
Willis J. Thibeault
Felix R. Gryzch, Principal

Project Staff - Eastern Connecticut State College

Paul L. Benedict, Assoc. Professor, Director
David G. Haines, Ass't Professor
Bernhard Schreiber, Graduate Assistant

Cooperating Firms, Schools, and Agencies

American Thread Company, Willimantic

Brand-Rex Cooperation, Willimantic

Brand Travel Service, Willimantic

Catalano Florist, Willimantic

Curriculum Center, Eastern Connecticut State College, Willimantic

Hall and Bill Printing Co., Willimantic

Independent High School, Norwich

Ledge Crest Greenhouses, Mansfield

Music and More, Inc., Mansfield

Massiff Arms, Willimantic

Northeast Area Regional Education (NARES), Putnam

Radio Station WXLS (FM), Willimantic

Sumner and Sumner Insurance Co., Willimantic

University Travel Service, Storrs

Veteran's Memorial School, Norwich Public Schools

Wentworth Real Estate, Willimantic

Windham Community Memorial Hospital, Willimantic

Woods Lane School, Hebron

EASTERN CONNECTICUT STATE COLLEGE
Division of Professional Studies

Wed., 7:00 p.m. Fall, 1975

C.E. 230 Career Education

Dates and Topics

Week of	
9/17	Introduction and Orientation
9/24	What is Career Education? And why?
10/1	Some dimensions of the world of work.
10/8	What's happening in public school systems?
10/15	Career and Vocational Education Services offered by the State Department of Education
10/22	Self-actualization and values clarification. (Career decision-making)
10/29	What's happening at the classroom level?
11/5	Family night - checking, summarizing, setting new directions
11/12	Career Education Curriculum in Elementary Schools
11/19	Career Education Curriculum in Intermediate and Secondary Schools
11/26	Thanksgiving week-Workshop on curriculum resources-ECSC Library
11/29	Vocational Education Workshop
12/3	Commercial Career Education Programs
12/10	A variety of views about Career Education
12/17	Open Session - Evaluation, Summary, Recommendation for the future.

Dr. Paul Benedict

Dr. David Haines

During the three course sequence, students in the program were asked to complete a number of activities and projects. The major assignments were:

1. A survey of employment notices in local newspapers.
2. Assigned readings in the text, professional journals, and Education Resource Information Center (ERIC).
3. Review curriculum materials from various sources.
4. Develop career education lesson plans.
5. Develop a career education teaching unit.
6. Evaluate personal experiences and write learning statements.
7. Take a term exam.
8. Take the Kentucky Career Education Information Inventory (CEII).
9. Participate in field trips to Pratt and Whitney in East Hartford and Windham Airport.
10. Keep a log of experiences in the Practicum and Internship courses.
11. Write a final report on the integration of learnings from the Practicum and Internship courses into a teaching program.
12. Produce an object or describe a total process in the trade areas at Windham Regional Technical School.
13. Take cognitive tests in the trade areas.